

النشاط الأول : صل الكلمة بمعناها :



قائمة المعاني

أَقْدِرُ

مُتَأَكِّدًا

بَارِعٌ

أَنَا مَاهِرٌ فِي لَعِبِ الْكُرَةِ.

أَنَا أَتَسَطَّيْعُ أَنْ أَجْرِيَ بِسُرْعَةٍ.

كُنْ وَاثِقًا دَائِمًا مِنَ الْفَوْزِ.



النشاط الثاني: تخير الصواب مما بين القوسين :

- ١- الإسكَنْدَرِيَّةُ (هَنَّاكَ - خَصَائِصُ - تَقَعُ) فِي شَمَالِ مِصْرَ.
- ٢- فِي الْقَاهِرَةِ (لَجَوُ) (الْبَحْرُ - الْوَادِي) مُعْتَدِلٌ صَنِفًا وَشِتَاءً.
- ٣- فِي الصَّحْرَاءِ الْعَدِيدُ مِنَ (الْأَسْوَاقِ) - الْجَمَالِ (الْأَبَارِ) لِيَشْرَبَ مِنْهَا النَّاسُ.
- ٤- شَرَمَ الشَّيْخُ مِنَ الْمُدُنِ (الْمُفْضَلَةِ) - الْكَبِيرَةِ - الْكَثِيرَةِ (لِلشَّيَاحِ).

النشاط الثالث :ضع كل كلمة مما يلي في مكانها المناسب :

كَيْفِ

تَمَنَّتْ

الْمَوْلُودَ

بَشَرَةً

فِي يَوْمِ الْعِيدِ لَمَسَلْنَا فَرَحًا أَنْ تَشْتَرِيَ دُمِيَّةً جَدِيدَةً، فَاضْطَحَبَتْهَا أُمُّهَا إِلَيَّ الْمَتَجَرِّ لِيُشْرَاهَا.. اخْتَارَتْ فَرَحٌ دُمِيَّةً تُشَبِّهُ الْمَوْلُودَ الصَّغِيرَ؛ لَقَدْ اخْتَارَتْهَا ذَاتَ لِبْنَفْسَةٍ قَمَحِيَّةٍ، وَشَعْرَ بُنْيٍ كَلْبِيٍّ.

النشاط الرابع : اقرأ ثم أجب :

ذَاتَ صَبَاحٍ فِي الْحَدِيقَةِ، كَانَ هُنَاكَ سِبَاقٌ بَيْنَ السُّلْحَفَةِ وَالْأَرْنَبِ.. بَدَأَ السِّبَاقُ، وَجَرَى الْأَرْنَبُ سَرِيعًا، لِكِنَّهُ شَعَرَ بِالْإِزْهَاقِ فَنَامَ، وَاسْتَمَرَّتِ السُّلْحَفَةُ فِي السَّيْرِ حَتَّى وَصَلَتْ إِلَى حَظِّ النِّهَايَةِ وَفَازَتْ بِالسِّبَاقِ.

(الْأَرْنَبُ - السُّلْحَفَةُ)

• فَازَ بِالسِّبَاقِ: السُّلْحَفَةُ

(جُوعٌ - تَعَبٌ - عَطَشٌ)

• مَعْنَى «إِزْهَاقٍ»: نُصَبًا

أجب عما يلي :

- شَخْصِيَّاتُ الْقِصَّةِ: الْأَرْنَبُ، السُّلْحَفَةُ
- مَكَانُ الْقِصَّةِ: الْحَدِيقَةُ
- زَمَانُ الْقِصَّةِ: صَبَاحٌ
- تَعَلَّمْتُ مِنَ الْقِصَّةِ: الْأَجْتِهَادَ فِي الْعَمَلِ، الْأَسْتِمْرَارَ وَالصَّبْرَ.

النشاط الخامس : اكتب اسم الإشارة المناسب :

١. هَذِهِ وَرْدَةٌ جَمِيلَةٌ.

٢. هَؤُلَاءِ أَطْفَالٌ مَتَعَاوِنُونَ.

٣. هَذَا أَسَدٌ مُفْتَرِسٌ.

٤. هَذِهِ زَرَّافَةٌ طَوِيلَةٌ.

٥. تِلْكَ قِصَّةٌ كَثِيرَةٌ.



Activity (6):

Use the Making Tens mental math strategy to solve these problems.

1.	$5 + 6$	$5 + \underline{5} = 10$	So, $5 + 6 = \underline{11}$
2.	$7 + 4$	$7 + \underline{3} = 10$	So, $7 + 4 = \underline{11}$
3.	$8 + 5$	$8 + \underline{2} = 10$	So, $8 + 5 = \underline{13}$
4.	$13 - 3$	$13 - \underline{3} = 10$	So, $13 - 3 = \underline{10}$

Activity (7):

Read the story problem. Use mental math strategies to find the answer.
Then write a number sentence to show the problem.

1. Mustafa has 16 candies. He ate 6 candies. How many candies does Mustafa have left?

$$\underline{16} - \underline{6} = \underline{10} \text{ candies}$$

2. Rashida bought 13 oranges. She gave 3 oranges to her father. How many oranges does she have now?

$$\underline{13} - \underline{3} = \underline{10} \text{ orange}$$



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Activity (8):

Write the numbers 352 , 617 , 490 in the following place value chart. Write down the value of each digit:

	Hundreds	Tens	Ones
1.	Value: <u>300</u>	Value: <u>50</u>	Value: <u>2</u>
2.	Value: <u>600</u>	Value: <u>10</u>	Value: <u>7</u>
3.	Value: <u>400</u>	Value: <u>90</u>	Value: <u>0</u>

Activity (9):

A) Write the numbers in order from least to greatest.

11	156	4	23	17
4	11	17	23	156

B) Write the numbers in order from greatest to least.

28	4	38	241	34
241	38	34	28	4

Activity (10):

a)

Hassan bought 23 chocolate cookies. He also bought 35 vanilla cookies.
How many cookies does Hassan have in all?

$$23 + 35 = 58 \text{ cookies}$$

b)

Kamilah sewed 59 beads on her dress. Unfortunately, 16 of them fell off.
How many beads were left on her dress?

$$59 - 16 = 43 \text{ beads}$$

Activity (11):

Count the rows and write the addition equation. Then count the columns and write the addition equation.



Rows: 2

$$5 + 5 = 10$$

Columns: 5

$$2 + 2 + 2 + 2 + 2 = 10$$



Rows: 2

$$3 + 3 = 6$$

Columns: 3

$$2 + 2 + 2 = 6$$



Rows: 2











$$6 + 6 = 12$$

Columns: 6

$$2 + 2 + 2 + 2 + 2 + 2 = 12$$

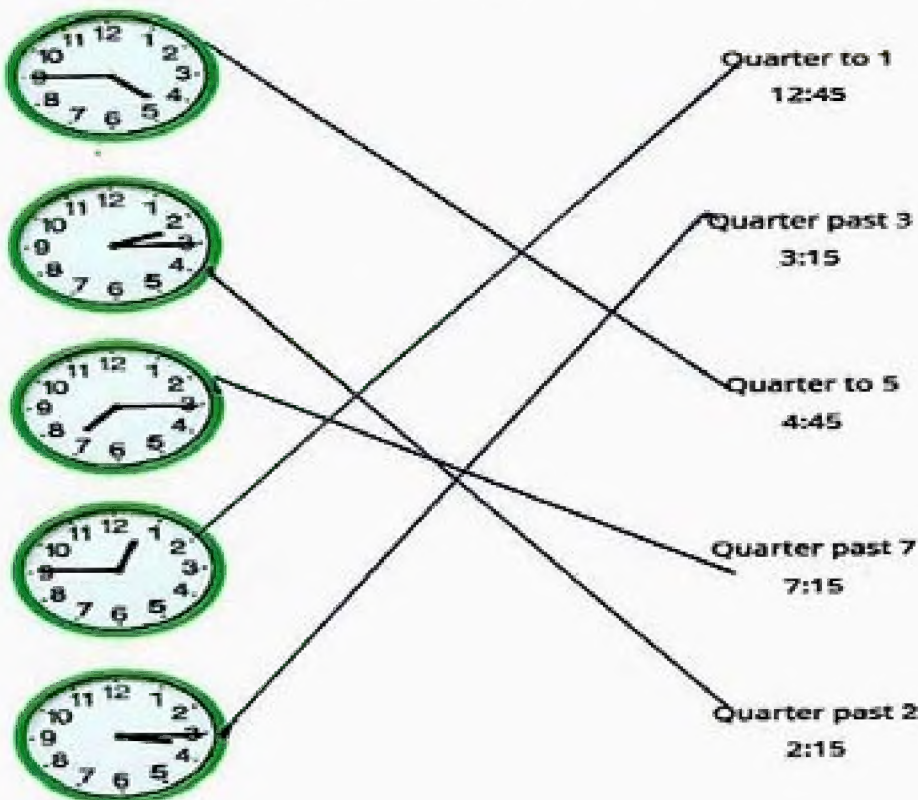
Activity (12):

Record the number of faces, edges, and vertices for each three-dimensional shape.

Name	Shape	Faces	Edges	Vertices
Square-based pyramid	 	5	8	5
Cylinder	 	2	0	0
Sphere	 	0	0	0
Cube	 	6	12	8
Rectangular prism	 	6	12	8

Activity (13):

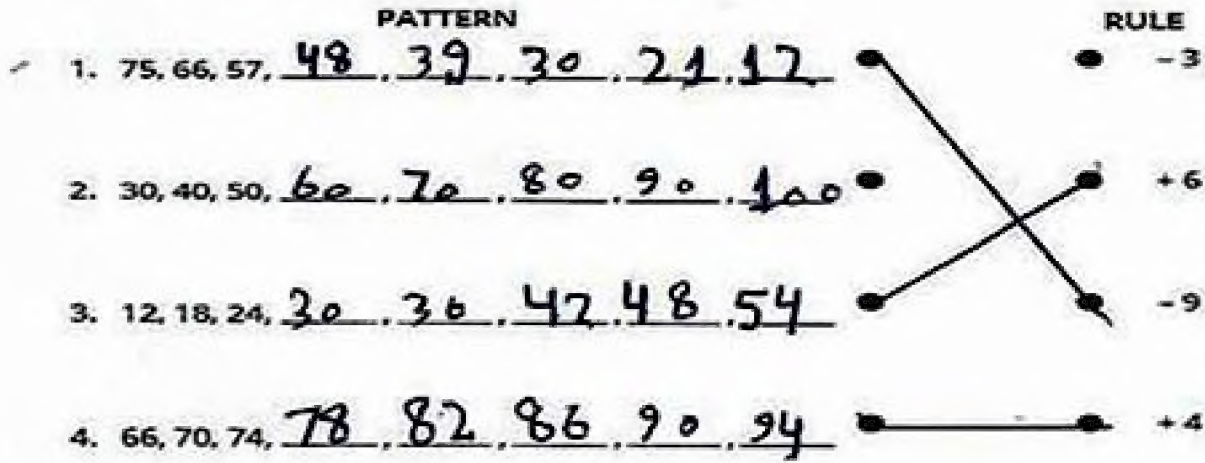
Match the clock with the time.



Activity (14):

For each pattern, identify the rule, draw a line to match the pattern to its rule, and complete the pattern.

PATTERN		RULE	
1. 75, 66, 57, <u>48</u> , <u>39</u> , <u>30</u> , <u>21</u> , <u>12</u>	•	• -3	
2. 30, 40, 50, <u>60</u> , <u>70</u> , <u>80</u> , <u>90</u> , <u>100</u>	•	• +6	
3. 12, 18, 24, <u>30</u> , <u>36</u> , <u>42</u> , <u>48</u> , <u>54</u>	•	• -9	
4. 66, 70, 74, <u>78</u> , <u>82</u> , <u>86</u> , <u>90</u> , <u>94</u>	•	• +4	



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مع رياض الاطفال للصف الثالث الاعدادي

Activity (15):

Solve each problem below. Be sure to show how you solved the problem. Then compare your problem-solving strategy with your partner's strategy. If you did not get the same answer, find and correct the error.

1. $\boxed{84} + \boxed{69} = \boxed{153}$

My strategy:
$$\begin{array}{r} 84 \\ + 69 \\ \hline 153 \end{array}$$

2. $\boxed{93} - \boxed{67} = \boxed{26}$

My strategy:
$$\begin{array}{r} 93 \\ - 67 \\ \hline 26 \end{array}$$

3. $\boxed{313} + \boxed{269} = \boxed{582}$

My strategy:
$$\begin{array}{r} 313 \\ + 269 \\ \hline 582 \end{array}$$

4. $\boxed{265} - \boxed{119} = \boxed{146}$

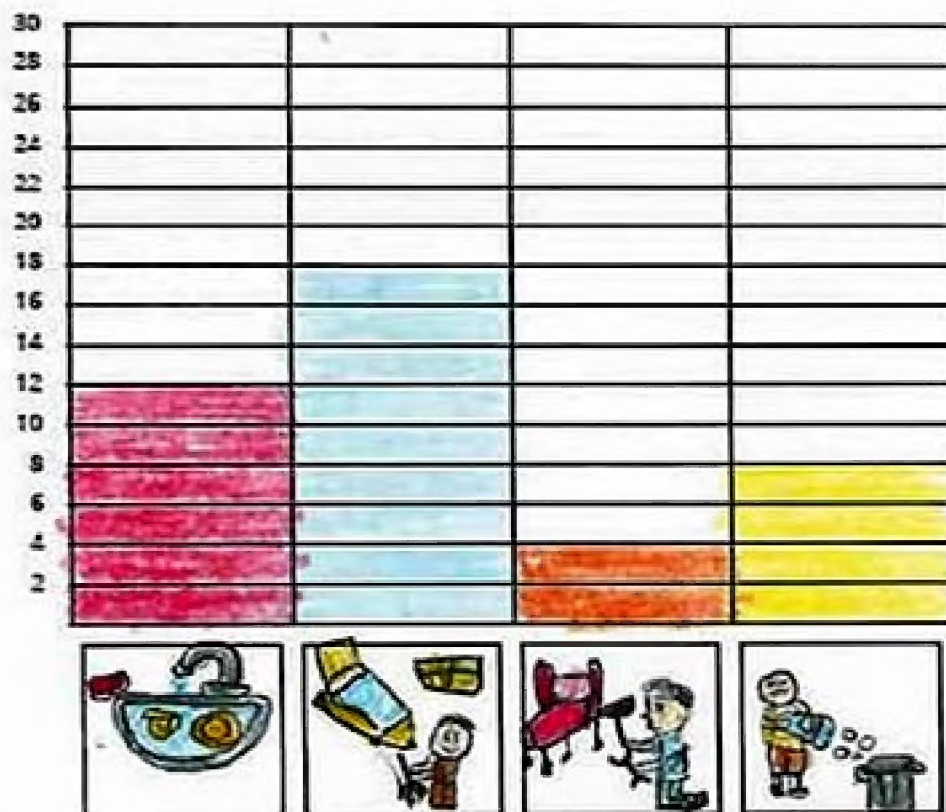
My strategy:
$$\begin{array}{r} 265 \\ - 119 \\ \hline 146 \end{array}$$

Activity (16):



GRAPHING OUR FAMILY RESPONSIBILITIES

Pick four jobs students have in their families. Draw a picture showing each responsibility. Complete the bar graph to show how many students have that job in their family.






Activity (17):



PROBLEMS AND SOLUTIONS

Complete the graphic organizer. Record three problems that Nour faces, then write about or draw a picture of her solution.

PROBLEM	SOLUTION
hour's sister take Long time to get ready	Set a timer  Sara will get ready faster
hour eat quick breakfast so she has still hungry	hour's grandma makes Fruit Salad as well 
the road can be very busy	hour ask Sara to hold her hand 

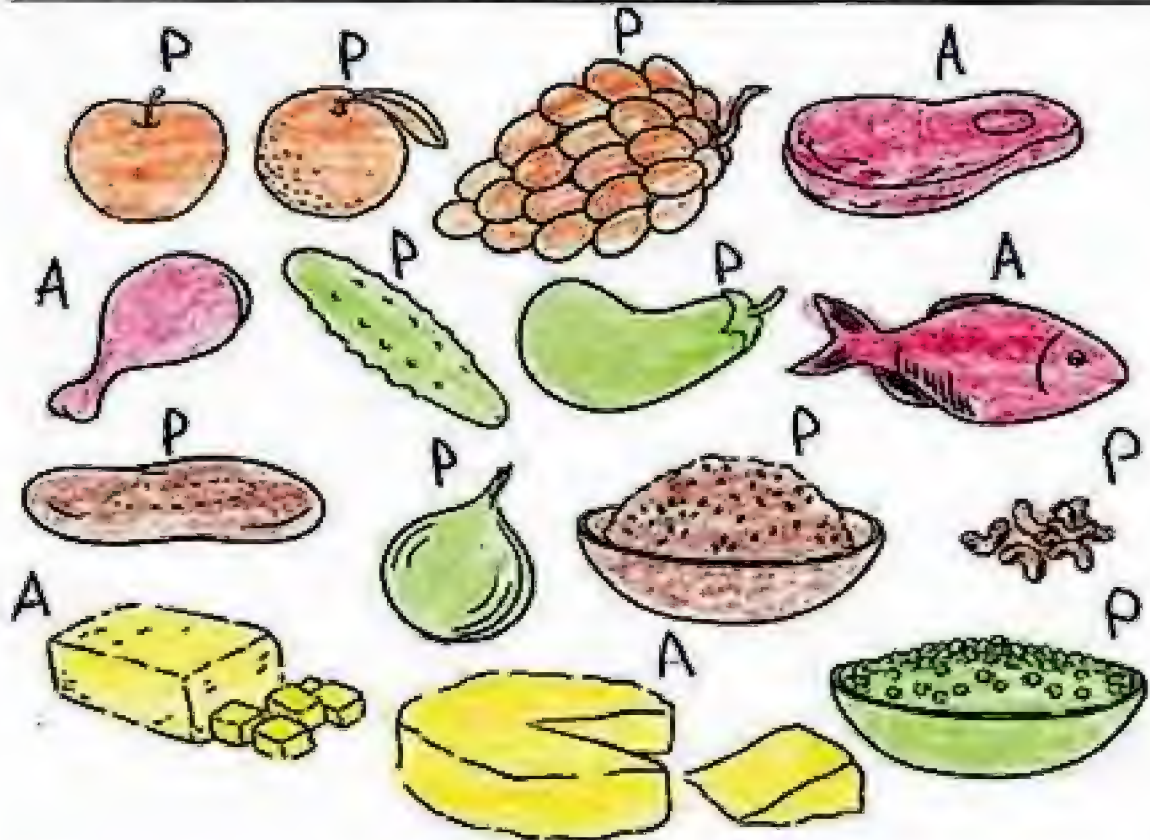
Activity (18):



FOOD GROUPS

Using the table below, color the foods according to food group.

RED	YELLOW	BROWN	GREEN	ORANGE
Meat, Dry Beans, Eggs, and Nuts Group	Milk, Yogurt, and Cheese Group	Bread, Cereal, Rice, and Pasta Group	Vegetable Group	Fruit Group



Write the letter P next to the food if it comes from a plant and the letter A if it comes from an animal.

Activity (19):

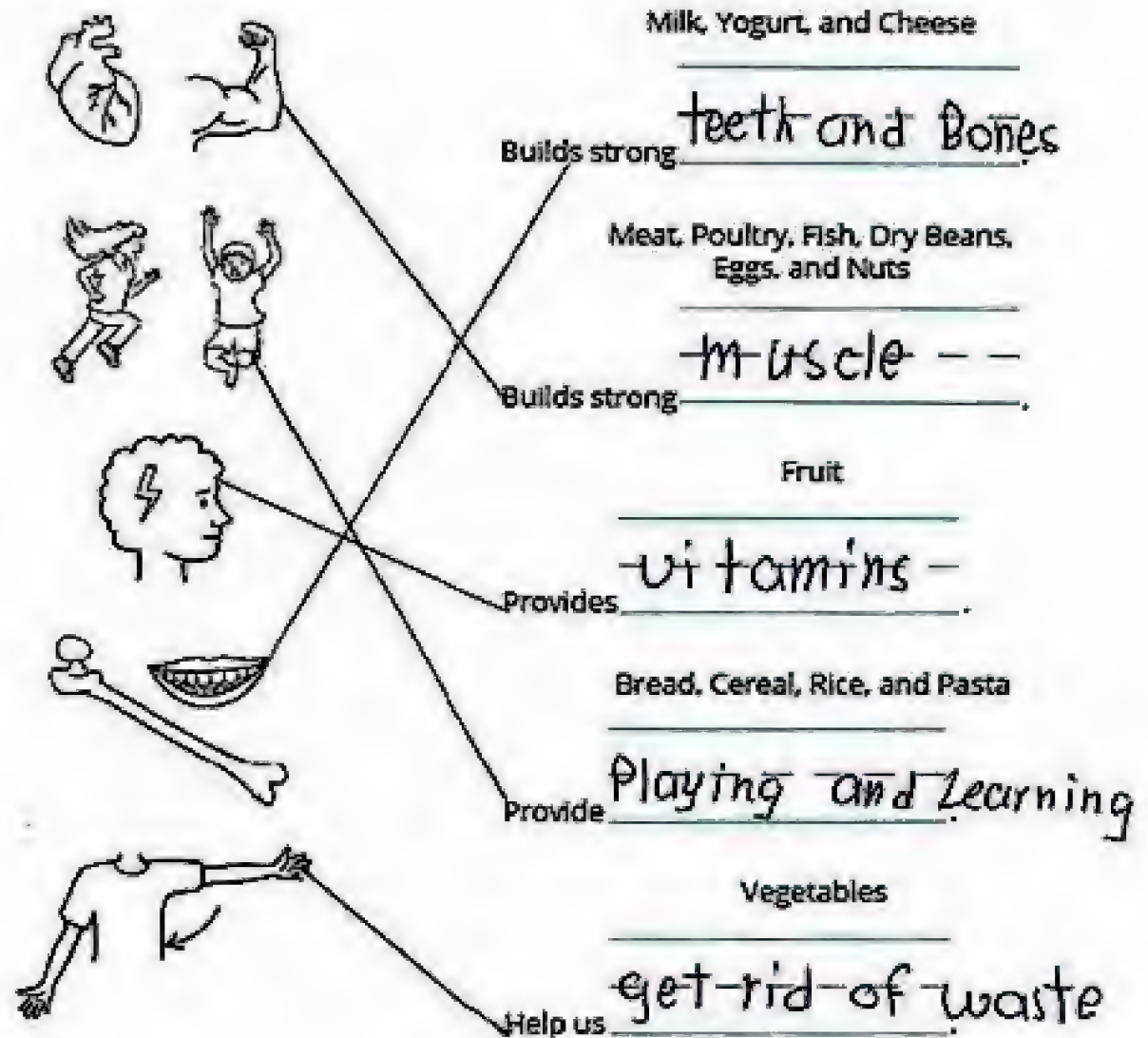


HOW HEALTHY FOODS HELP US

Match the food to how it helps your body. Complete the phrases that describe one benefit of each group.

HOW IT HELPS YOUR BODY

FOOD GROUP



Activity (20):



CATEGORIZING JOBS

Look at the professional categories below. List jobs from the class job web in each category.

AGRICULTURAL Farmer a Farmer	INDUSTRIAL car Penter mechanic
COMMERCIAL Sales person Butcher Grocer	TOURISM tour guide Flight attendant
OTHER doctor teacher computer Programmer Lawyer	

Activity (21):



IS OUR SUN LIKE A STAR?

Read the first question. Put your answer for our sun in the second column and for the stars in the third column.

Three things needed for a shadow:

1. - Light - Source - - - - -
2. - an object - - - - -
3. - a surface - - - - -

QUESTIONS	OUR SUN	A STAR
Can it cast a shadow?	Yes, it can	No
Can I read a book by its light?	Yes, it can	No
Can I feel its warmth?	Yes, it can	No

Activity (22):



OUR EGYPTIAN ENVIRONMENTS

Compare the different environments. Name each.



- farm land -



- desert - - -



- - city - - -

Activity (23):



VOCABULARY: ENVIRONMENT

Think about your own definition for the new word.
Complete the chart.

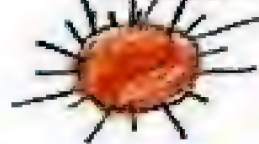
Vocabulary Word:

Environment

Your Definition

its surrounding or
conditions in which
a person, animal
or plant lives.

Illustration



Sentence Using the Vocabulary Word

I live in desert environment.

Our environment is clean and beautiful.



Activity (24):



HUMAN CHANGES

I noticed that the Nile river follow from bottom to top

Look at the picture. What do you notice?



Why do humans build dams?

1. To control the flow of water river

2. To stop --
--flooding--

How did the Aswan High Dam change the Nile River? Describe what you see in the picture.

It's formed Lake Nasser when
Aswan high dam was built -
and control the flow of water

Activity (25):



EGYPTIAN TICKETS

Below are tickets used at monuments in Egypt. Tourists save these tickets to remember places they visit. What do you notice when you look at the tickets?



- ① - I noticed there was Sphinx and three Pyramids in Giza
- ② - I noticed that there is a ticket's Price
- ③ - I noticed that each ticket has a picture of tourist Places

Activity (26):



HOW FAR AWAY IS GIZA?

Mark your home town on the map. Draw a line from your town to Giza, where the pyramids are. Use the scale to find the distance from your town to Giza.



How many scale segments are between our city and Giza? 0 50 100 0 50 100 2 times

Calculate the distance using complete scale segments here:

$$\underline{100 + 100 = 200 \text{ Km.}}$$

How far away is Giza? 200 Km.

Activity (27):



CITIES IN EGYPT

Using the map on the previous page, calculate the distance from your home town to cities in Egypt.

City	Number of Scale Segments	Distance from Home Town
Hurghada	4.5	$4.5 \times 100 = 450 \text{ Km.}$
Mut	6	$6 \times 100 = 600 \text{ Km.}$
Al Arish	4	$4 \times 100 = 400 \text{ Km.}$
Cairo	1.7	$1.7 \times 100 = 170 \text{ Km.}$
Qina	5.5	$5.5 \times 100 = 550 \text{ Km.}$

Place the cities in order of distance from your home town, from closest to farthest.

Closest

- Tanta - - - -

- Cairo - - - -

- Giza - - - -

- Matrouh - -

Farthest

- Aswan - - - -

Activity (28):



VOCABULARY: EROSION

Think about your own definition for the new word.
Complete the chart.

Vocabulary Word:

EROSION - - - -

Your Definition

it's a change in
the shape of things
around us by the
effect of wind or
water over time

Illustration



Give an example of how erosion affects land

It make rivers appear and disappear
it changes the Land Scape by wearing
down mountains

Activity (29):



JOBS IN TRANSPORTATION

Read the text. Circle words you do not know. Answer the questions.

We need tickets to ride buses, trains, and airplanes. Often, we buy tickets online. Sometimes, we buy tickets at the station. The person who sells tickets is the **ticket agent**.



Buses: The person who drives the bus is the **bus driver**. People who keep the bus in working order are **mechanics**. A **mechanic** might also work on other vehicles.



Trains: The **railroad engineer** drives the train. The **conductor** takes your ticket once you are on the train. The **station master** is in charge of the railway station.



Airplanes: A very fun job is flying airplanes. The **pilot** flies the airplane, and the **co-pilot** helps the pilot fly the plane. **Flight attendants** make sure you are safe on a plane. The person who fixes airplanes is called an **airplane mechanic**.

1. What is the **station master's** job?

he is a person is in charge of the railway station

2. Who drives the train?

the railroad engineer

3. What does a **ticket agent** do?

he sells ticket for (buses, trains)

4. What is the **mechanic's** job?

he fix the bus in order to keep it working

5. What does the **conductor** on a train do?

he takes your ticket once you are on train

6. Who helps you understand safety measures on a plane?

Flight attendant - - - - -

7. Who helps the **pilot** fly the plane?

Co-Pilot - - - - -



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Activity (30):



MADE IN EGYPT

Read each clue and choose the related object from the word bank to write on the line provided. Then draw pictures of sample items made in Egypt that also match the clue given.

Bus

Orange

Shirt

Bridge

Cotton

Refrigerator

Made of steel



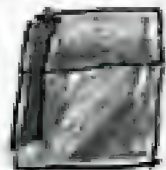
- Bridge - - - -

Made of cloth



- shirt - - - -

Used in your home



- refrigerator - - - -

Has wheels



- Bus - - - -

A fruit



- orange - - - -

A plant



- cotton - - - -

Activity (31)



VOCABULARY: AQUATIC

Complete the chart using the class definition of the new word.

Vocabulary Word:

AQUATIC ---

Your Definition

its any thing
relating or being
in water life

Illustration



Sentence using the vocabulary word

tadpoles are aquatic vertebrates -

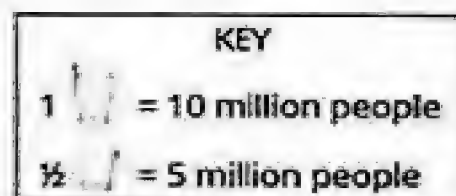
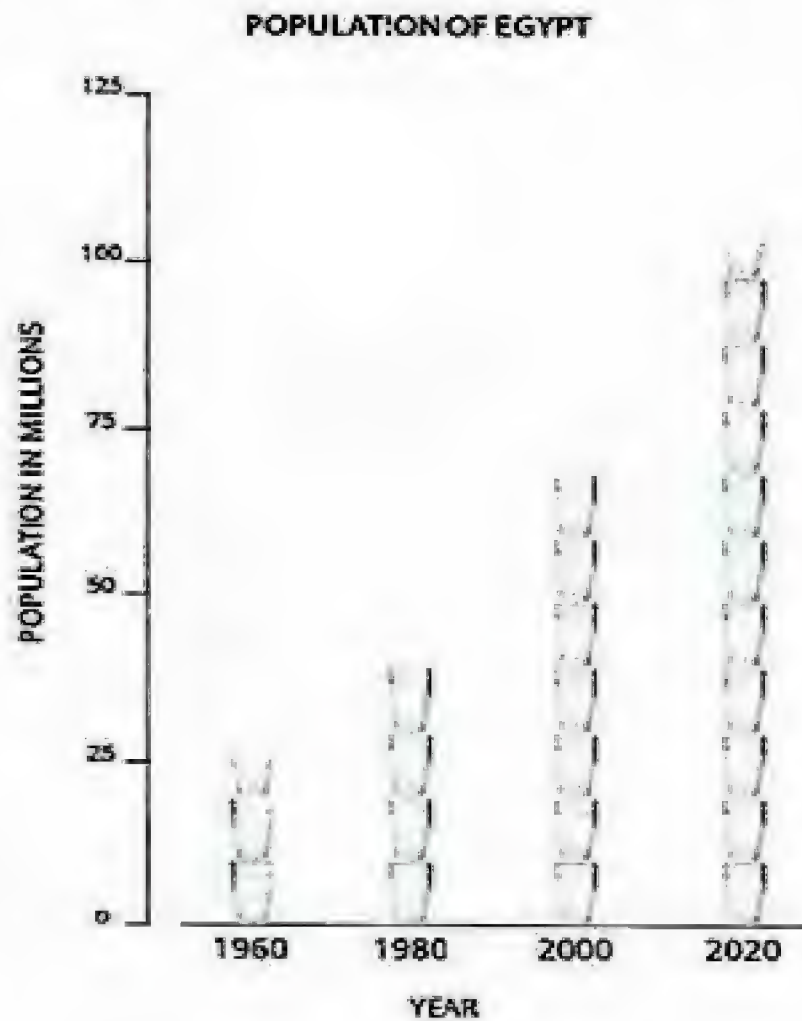
Ducks and other aquatic birds abound
in the delta

Activity (32):



EGYPT IS GROWING

Look at the chart during the class discussion. Answer the questions.



Based on this data, in what year was the population of Egypt the smallest?

1960

In what year was the population the largest? 2020

Circle the correct answer. The population is:

- Getting bigger
- Getting smaller
- Staying the same



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Activity (33):



MY CONSERVATION PLAN

Imagine you are working in the Ministry of the Environment. You have been asked to prepare a list of ways that people could conserve energy. In one column, record activities that use energy. In the other column, make a suggestion about how people could conserve energy relating to that activity.

Activity	How to Conserve Energy
① air conditioners	use fans
② All Light turn on in your home	use energy saving light bulb
③ Playing video games more	Play one fewer hour of video games
④ watching TV	turn off tv when you are not in room
⑤ refrigerator	open and close the refrigerator door quickly

Activity (34):



SENDING AN EMAIL

Practice addressing and writing an email.

— □ ×

To: Ahmed@.com

Subject: I need help in my Project

Hi Ahmed,

I need your help, if you

have any extra cartoon

paper that you don't need

give it to me.

Eyad

SEND

Activity (35):



SCENARIOS

In your rows, discuss the scenario and how you would solve the problem. Complete the sentences.

1. Your best friend takes a funny picture of you and posts it on his social media. You do not think it is funny, and it hurts your feelings.

The problem is - my friend - hurt - my -
- feeling - - - - -

I would - telling my friend that -
- I am - hurt - - - - -

2. You send a text to your cousin and she thinks you are saying something mean to her.

The problem is - I am - hurt - my - cousin
- feeling - - - - -

I would - - a - p - o - l - o - g - i - z - i - n - g - t - o - m - y -
- c - o - u - s - i - n - - - - -

3. You are using your mom's cell phone when it rings. You answer the phone and a voice you do not recognize asks for your address.

The problem is - A-Stranger -was - - - -

-Asking about my address - -

I would - ask my mom - for - - -

-help - - - - -

4. You are playing a game on a computer and a window pops up, asking you to buy more time. What do you do?

The problem is - appearance of -window

pops up -ask me about more time

I would - refuse -it - - - - -

Activity (36):



FORMAL OR INFORMAL?

Imagine your class needs to collect empty plastic bottles for a project. Write a message to a local store owner, a family member, and a friend asking each to bring in or donate materials for the project.

STORE OWNER

Dear Mr. Store owner - - - - -

I am writing to you, regarding my -

Project. Could you please let me know if you have empty plastic bottle, so you can help me

FAMILY MEMBER

Dear Mr. Marwa I am writing to -

you if you have empty plastic bottle -

for my project - - - - -

FRIEND

Hi heba I need your help - Do you

have any empty plastic bottle for my - -
Project.

Activity (37):



MY COMMUNITY

Add local roads and businesses onto your map.

house



hospital



Park



MAP LEGEND

<input type="checkbox"/> - House - - - -	<input type="checkbox"/> - Hospital - -
<input type="checkbox"/> - Park - - - -	<input type="checkbox"/> - Police - - -

Activity (38):



CASHIER AND CUSTOMER

Read the conversation between the cashier and the customer.
Solve the math problem using addition and subtraction. Show your work in the workspace provided.

Conversation	Workspace
Cashier: Your total is 75 LE. Customer: Here is a 50 and two 20-pound notes. Do I have enough money?	$50 + 20 + 20 = 90 \text{ L.E.}$
Cashier: Yes, you have <u>90</u> LE total. Let me get you your change. Customer: Great. How much money do I get back?	$90 - 75 = 15 \text{ L.E.}$
Cashier: <u>15</u> LE. Thank you for shopping here today.	

Activity (39):



REGIONAL ARTS AND MUSIC

Use the clues drawn in each region and the word bank to match the type of art or music with the region.

Siwa oasis

Suez

Sinai

Upper Egypt

bagpipe music

Palm leaf handicraft

folk music

Assaya dance

reed pipe music

bagpipe music

handmade carpets

palm leaf handicrafts

pottery and textiles

Activity (40):



HOW WILL I COMMUNICATE ?

Imagine you have access to all four types of communication pictured. Match the communication technology you are most likely to use with each scenario. There may be more than one correct answer.

1

You want to invite a friend to come over to play.

2

You want to wish your grandma a happy birthday.

3

You want to tell a friend, who lives far away, about your day.

4

You want to place an order for a cake at the bakery.

